

# San Andreas Elementary

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

#### Contact Information (Most Recent Year)

School Contact Information	
School Name	San Andreas Elementary
Street	255 Lewis Ave.
City, State, Zip	San Andreas, CA 95249-0067
Phone Number	(209) 754-2365
Principal	Dr. Tierra Crothers
E-mail Address	tcrothers@calaveras.k12.ca.us
Web Site	sae.mybigcampus.net
Grades Served	K-6
CDS Code	05-61564-6003438

<b>District Contact Information</b>	
<b>District Name</b>	Calaveras Unified
<b>Phone Number</b>	(209) 754-2300
<b>Superintendent</b>	Mark Campbell
<b>E-mail Address</b>	mcampbell@calaveras.k12.ca.us
<b>Web Site</b>	Calaveras Unified School District

### School Description and Mission Statement (Most Recent Year)

San Andreas Elementary School was established in the late 19th Century as a one-room school house for the children of this rural motherlode foothill community. Today San Andreas Elementary has expanded into six building housing our 24 classrooms, office, library, technology lab, and multi-purpose room, serving nearly 300 students of San Andreas, California-the county seat of Calaveras County.

San Andreas Elementary School's mission is to help all members of our school community develop a passion for learning and respect for self and others. We strive for continuous improvement-in our academics, personal and civic responsibilities, appreciation and understanding of the arts, and our personal health and well-being. At San Andreas Elementary we are safe, responsible and respectful. Our students and staff show respect, make good decisions, and solve problems. We are proud of our Wildcats.

### Student Enrollment by Grade Level (School Year 2014-15)

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	53
Grade 1	41
Grade 2	31
Grade 3	34
Grade 4	44
Grade 5	35
Grade 6	39
Grade 8	1
<b>Total Enrollment</b>	<b>278</b>

### Student Enrollment by Group (School Year 2014-15)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
American Indian or Alaska Native	1.4
Asian	1.1
Filipino	0.7
Hispanic or Latino	18
White	73.4
Two or More Races	5.4
Socioeconomically Disadvantaged	69.1
English Learners	2.2
Students with Disabilities	18.7
Foster Youth	1.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	12	12	13	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 12-3-15

Instructional Materials Funds are used to purchase new textbooks as the Calaveras Unified School District adopts curriculum based on adoptions cycles established by the State of California.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Houghton Mifflin California Reading 2002 6th grade Prentice Hall California Reading and Language 2002	Yes	0
Mathematics	K-6 Houghton Mifflin Math Expression	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	K-5 Full Option Science System, FOSS 2007 6th grade California Earth Science, McMillan/McGraw 2008	Yes	0
History-Social Science	K-5 History-Social Science for California-Scott Foresman 2006 6th grade Reflections-Ancient Civilization 2007	Yes	0
Foreign Language	NA		NA
Health	K-6 Mendez Foundation/Too Good For Drugs	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

The district Maintenance and Operations Department continuously utilizes its resources to keep up with vandalism and all repairs to ensure the health and safety of our students.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/18/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 12/18/15				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	24	37	44
Mathematics	20	27	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### CAASPP Assessment Results - English Language Arts (ELA)

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	30	29	96.7	48	28	17	7
	4	44	44	100.0	52	32	11	5
	5	35	35	100.0	43	29	20	9
	6	39	39	100.0	36	33	26	5
Male	3		16	53.3	56	25	13	6
	4		26	59.1	65	23	8	4
	5		15	42.9	40	33	27	0
	6		25	64.1	40	32	24	4
Female	3		13	43.3	38	31	23	8
	4		18	40.9	33	44	17	6
	5		20	57.1	45	25	15	15
	6		14	35.9	29	36	29	7
American Indian or Alaska Native	3		2	6.7	--	--	--	--
	5		1	2.9	--	--	--	--
	6		1	2.6	--	--	--	--
Asian	3		1	3.3	--	--	--	--
Filipino	5		1	2.9	--	--	--	--
Hispanic or Latino	3		3	10.0	--	--	--	--
	4		8	18.2	--	--	--	--
	5		6	17.1	--	--	--	--
	6		8	20.5	--	--	--	--
White	3		21	70.0	48	38	14	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		34	77.3	56	26	12	6
	5		27	77.1	41	33	15	11
	6		28	71.8	39	36	21	4
Two or More Races	3		2	6.7	--	--	--	--
	4		2	4.5	--	--	--	--
	6		2	5.1	--	--	--	--
Socioeconomically Disadvantaged	3		21	70.0	57	24	14	5
	4		32	72.7	59	28	6	6
	5		25	71.4	48	32	12	8
	6		27	69.2	44	30	26	0
English Learners	3		1	3.3	--	--	--	--
	4		1	2.3	--	--	--	--
	5		1	2.9	--	--	--	--
Students with Disabilities	3		4	13.3	--	--	--	--
	4		9	20.5	--	--	--	--
	5		7	20.0	--	--	--	--
	6		10	25.6	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

### CAASPP Assessment Results - Mathematics

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	30	28	93.3	39	43	18	0
	4	44	44	100.0	45	34	11	9
	5	35	35	100.0	46	31	14	9
	6	39	39	100.0	33	49	10	8
Male	3		16	53.3	38	38	25	0
	4		26	59.1	50	31	8	12
	5		15	42.9	33	47	7	13
	6		25	64.1	32	48	8	12
Female	3		12	40.0	42	50	8	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		18	40.9	39	39	17	6
	5		20	57.1	55	20	20	5
	6		14	35.9	36	50	14	0
<b>American Indian or Alaska Native</b>	3		2	6.7	--	--	--	--
	5		1	2.9	--	--	--	--
	6		1	2.6	--	--	--	--
<b>Asian</b>	3		1	3.3	--	--	--	--
<b>Filipino</b>	5		1	2.9	--	--	--	--
<b>Hispanic or Latino</b>	3		3	10.0	--	--	--	--
	4		8	18.2	--	--	--	--
	5		6	17.1	--	--	--	--
	6		8	20.5	--	--	--	--
<b>White</b>	3		20	66.7	40	45	15	0
	4		34	77.3	50	26	12	12
	5		27	77.1	37	41	15	7
	6		28	71.8	36	50	7	7
<b>Two or More Races</b>	3		2	6.7	--	--	--	--
	4		2	4.5	--	--	--	--
	6		2	5.1	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3		20	66.7	55	30	15	0
	4		32	72.7	56	31	6	6
	5		25	71.4	52	28	12	8
	6		27	69.2	44	41	11	4
<b>English Learners</b>	3		1	3.3	--	--	--	--
	4		1	2.3	--	--	--	--
	5		1	2.9	--	--	--	--
<b>Students with Disabilities</b>	3		4	13.3	--	--	--	--
	4		9	20.5	--	--	--	--
	5		7	20.0	--	--	--	--
	6		10	25.6	--	--	--	--
<b>Foster Youth</b>	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**California Standards Tests for All Students in Science (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Science (grades 5, 8, and 10)</b>	48	58	58	57	63	60	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**California Standards Tests Results by Student Group in Science (School Year 2014-15)**

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	60
All Students at the School	58
Male	73
Female	47
American Indian or Alaska Native	--
Filipino	--
Hispanic or Latino	--
White	65
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	60
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**California Physical Fitness Test Results (School Year 2014-15)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.70	38.20	11.80

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (Most Recent Year)

San Andreas Elementary School values parent involvement. We have a Parent Teacher Club that meets at least eight times each year. Meetings are held in our school library at 4:00 PM on the first Wednesday of the month, and all parents are notified of meetings through communications that go home with each student, school's marquee, online as well as phone notifications. This group is a vital link to other community organizations, supports our students through fund raising activities, and includes members that are involved in every aspect of our school. We also have a legally constituted School Site Council that includes parents, staff, and other community members. This group meets four times a year and serves as our Title I Advisory Committee and develops our Single Plan for Student Improvement. The Single Plan includes parents in an analysis of performance data and provides direction for linking our resources to specific student needs. As a School Wide Title I School, all parents are invited to an annual Title I meeting. School-Home Compacts, Back to School Night, Open House, Community Advisory Council for parents of special needs students, Title I funded parent involvement activities, classroom participation, and trainings through partner agencies are other examples of opportunities for parent involvement. In addition, staff and the PTC organize evening events for family participation such as Family Reading Night, multiple Family Math Nights, Bingo & Spaghetti, Father/Daughter Dance, Mother/Son Game Night, Winter Performance and Jog-A-Thons. To keep parents up to date on their child's academic progress, parents are invited to Parent-Teacher Conferences at least one a year and receive progress reports.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	3.54	1.93	0.96	7.32	7.68	6.25	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.00	0.06	0.09	0.03	0.13	0.10	0.09

#### School Safety Plan (Most Recent Year)

We believe that nothing should get in the way of the academic achievement of our students. Our district is committed to providing a safe, secure environment for learning. Our staff reviewed and updated our School Safety Plan in July 2014. An "Emergency Handbook", outlining a plan of action for emergencies such as earthquakes, fires, lockdown, evacuation and bomb threats, is kept in the school office along with a emergency command kit. In addition, every classroom has an Emergency Procedures clipboard and emergency prep kit bucket for the teacher's use. Random monthly emergency drills are conducted. Visitors are asked to enter the premises through the office and check in using a computerized system, Ident-A-Kid, that provides a badge and picture. Adult supervision is provided before and after school.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2012-2013
Year in Program Improvement*	Year 5	Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	57.1

Note: Cells with N/A values do not require data.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26		2		29		2		30		2	
1	22		1		21		1		30		1	
2	27		1		27		1		27		1	
3	27		2		20	1	2		22		1	
4	31		1		31		1		24		2	
5	29		1		31		1		31		1	
6	20	1	1		24		1		22	1	1	
Other	9	2			8	2			8	1		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.4	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	5822.94	2109.19	3713.75	62472
District	N/A	N/A	5304.24	\$63,695
Percent Difference: School Site and District	N/A	N/A	-30.0	-1.3
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A	-20.8	-0.9

Note: Cells with N/A values do not require data.

**Types of Services Funded (Fiscal Year 2014-15)**

As a School-wide Title I School, our program is collaborative and addresses the needs of identified students by providing focused instruction in small and flexible groups. Intervention services are provided at various grade levels throughout the year with an emphasis on all students succeeding in the core curriculum.

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,236	\$40,379
Mid-Range Teacher Salary	\$55,418	\$62,323
Highest Teacher Salary	\$79,805	\$81,127
Average Principal Salary (Elementary)	\$93,652	\$99,192
Average Principal Salary (Middle)	\$105,018	\$91,287
Average Principal Salary (High)	\$130,138	\$112,088
Superintendent Salary	\$149,224	\$159,821
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## Professional Development (Most Recent Three Years)

---

Professional development is a priority at San Andreas Elementary School and for the Calaveras Unified School District. At the District level, math and language arts have been the areas of concentration. This process includes all TK-6 teachers in the analysis of our curriculum to be sure that key standards are addressed at all grade levels and that our instruction is sequential and specific. In addition, the district technology specialist has developed a database for teacher input of grade and content specific assessments. These common assessments will be tracked by teachers to follow student achievement throughout the course of their elementary education at San Andreas Elementary School. Teachers work collaboratively and use this information to help drive their instruction. Assessment, strategies for supplementing gaps in our adoptions, pacing of instruction, and assuring that all students have opportunities to master grade level standards are the focus. We also have three Core Development Days that have been added to our school calendar. These days provide site and district opportunities to participate in a variety of staff development activities. Participation in Core Development Days is mandatory for all certificated staff and classified staff may participate. In addition to Core Development Days, the instructional day is lengthened four days each week, and the “banked” minutes are used to allow early student release on the fifth day. The early release days are used for co-planning and other collaborative staff development activities. Beginning Teachers Support and Assessment (BTSA) provides professional development for teachers new to the profession. Classified and certificated staff members are encouraged to seek professional growth by incentives included in their contracts. Due to piloting a new math program staff received intensive training throughout the year to fully implement the program with validity. Additionally, all general education teachers and a third of the special education teachers have been trained and are implementing Guided Language Acquisition Design (GLAD) with an emphasis on English Language Arts, Science and Social Studies.